

## B. HISTORY: TIME, CONTINUITY, AND CHANGE

**Content Standard:** Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

**Rationale:** Students need to understand their historical roots and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future. In Wisconsin schools, the content, concepts, and skills related to history may be taught in units and courses in United States and world history, global studies, geography, economics, anthropology, sociology, psychology, current events, and the humanities.

<b>Performance Standards: By the end of grade four, students will:</b>	<b>Sample Alternate Performance Indicators: (1-3 per Standard)</b>	<b>Sample Performance Activities/Tasks: (1-2 per indicator)</b>	<b>Sources of Data</b>
B.4.1. Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts[2]	1. Recognize different sources of information for understanding state history in Wisconsin[1]  2. Classify photographs of Wisconsin according to different historical periods.[2]	1.a. Name recognized sources of information (e.g., personal letters, diaries, and oral presentations) (1)  2.a. Sort photographs into historical periods to show how architecture, clothing, and transportation have changed over time(2)	
B.4.2. Use a timeline to select, organize, and sequence information describing eras in history[2]	1. Identify different historical eras in Wisconsin[1]  2. Recognize different historic figures in Wisconsin and the impact on our state[2]	1.a. Draw a timeline using a 100-year period to show significant events (e.g., European immigration, statehood, wars, the Progressive era, and tribal issues) (1)  2.a. Draw a timeline using symbols for people in history (e.g., Electra Quinney, Robert La Follette, Pierre Marquette, Laura Ingalls Wilder, Frank Lloyd Wright, and Chief Blackhawk)(2)	
B.4.3. Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and	1. Recognize Wisconsin people and associate them with important historical events[2]	1.a. Create an autobiography based on the student's life in Wisconsin(2)  1.b. Chart a timeline of the major events in a hypothetical student's life in Wisconsin (2)	

context, and explain their relationship to important historical event[3]	2. Analyze the social and economic impact of a notable person in Wisconsin history[3]	2.a. Compare the impact of a famous person in Wisconsin history with that of a contemporary prominent person(3)	
B.4.4. Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups[2]	1. Know the changes in the economic and social status of women over time[1]  2. Understand the effect of political and cultural groups on lives in Wisconsin[2]	1.a. Tell about a female relative working in the community(1)  1.b. Identify a job held by a woman in the community and discuss the improvement of this job's status over the last twenty years(2)  2.a. Make a list of familiar political and cultural groups (1)  2.b. Select a cultural group and describe its influence on change in your community over the last ten years(3)	
B.4.5. Identify the historical background and meaning of important political values such as freedom, democracy, and justice[3]	1. Cite important values of freedom, democracy, and justice in Wisconsin history[3]	1.a. Explain what freedom, democracy, and justice mean for the student and the student's family(2)  1.b. Discuss how the community or state has practiced values of freedom, democracy, or justice and draw conclusions for our lives today(3)	
B.4.6. Explain the significance of national and state holidays, such as Independence Day and Martin Luther King, Jr. Day, and national and state symbols, such as the United States flag and the state flags[2]	1. show the relationship between state and national holidays and an event or period in history[2]  2. Know the importance of national and state symbols[1]	1.a. Tell about a holiday important in the student's culture(1)  1.b. Identify and tell about a state or national holiday similar to a holiday in the student's culture(2)  2.a. Tell what the American flag means to the student(2) 2.b. List and describe some local community symbol usage(2)	
B.4.7. Identify and describe important events and famous people in Wisconsin and United States history[1]	1. Recognize important events in Wisconsin and United States history[1]	1.a. Relate an important event in the student's life(1)  1.b. Choose an event and discuss its importance to Wisconsin or U.S. history(2)  1.c. List important events and famous people from minority communities(1)	

	2. Recognize important people in Wisconsin and United States history(1)	2.a. Tell about a person important to the student in the student's life(1)  2.b. Select a famous person in Wisconsin and tell how this person became famous(1)	
B.4.8. Compare past and present technologies related to energy, transportation, and communications, and describe the effects of technological change, either beneficial or harmful, on people and the environment[2]	1. Know the importance of technology to people and the environment[1]  2. Understand the effect of technology on people and the environment[2]	1.a. List three examples of how the student uses technology in daily life(1)  1.b. Compare transportation usage in the community today and twenty years ago(2)  2.a. Talk about the helpful and harmful aspects of technology in the home(2)  2.b. List some uses of energy and technology and their harmful effects on the environment(2)	
B.4.9. Describe examples of cooperation and interdependence among individuals, groups, and nations[2]	1. Understand the meaning of cooperation and interdependence[2]  2. Recognize the importance of cooperation and interdependence among individuals, groups, and nations[2]	1.a. Explain the functions of cooperation and interdependence in the community's schools(2)  2.a. List the names of the states bordering Wisconsin(1)  2.b. Describe a major food product from the states bordering Wisconsin(1)	
B.4.10. Explain the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin	1. Know of the existence of Native American Indians in Wisconsin[1]  2. Show the relationship between various American Indian tribes and their habitat[2]	1.a. Make a historical timeline of one Wisconsin Indian tribe (1)  1.b. Make a map of settlement locations for three different Wisconsin tribes(2)  2.a. Tell about the existence of a minority group in the community(1)  2.b. Compare the lifestyles and commerce of two Wisconsin tribes(2)	
<b>Performance Standards: By</b>	<b>Sample Alternate Performance</b>	<b>Sample Performance Activities/Tasks: (1-2 per indicator)</b>	<b>Sources</b>

the end of grade eight, students will:	Indicators: (1-3 per Standard)		of Data
B.8.1. Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used[3]	1. Identify two credible sources listing accounts of historical events and analyze similarities and differences[3]	1.a. Explain and compare a local and a foreign newspaper account of the same event(3)	
B.8.2. Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history[3]	1. Apply the cause-and-effect relationship to a historical event[3]	1.a. Develop a flow chart of a cause-and-effect relationship (e.g., local, state, or federal elections and the United States in a party's diplomatic relations to certain countries)(3)	
B.8.3. Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history[3]	1. Discuss the causes and consequences of a chosen conflict in world history[2]  2. Apply the cause and effect relationship to a historical issue or conflict[3]	1.a. Identify three world conflicts with political and geographical connections (2)  2.a. Choose a world conflict and chart the causes and consequences. (3)	
B.8.4. Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians[3]	1. Analyze the reasons for different interpretations and perspectives of a world event[3]  2. Analyze and contrast the different ways of presenting views (e.g., emotionally, theatrically, subjectively, and objectively)[4]	1.a. Compare your parents' views of education with your own(2)  1.b. Select a local story/event and discuss two perspectives in presenting them(3)  2.a. Stage a presentation of a local or community event and use multiple styles of presentation (e.g., unfounded rumor, propaganda, or documentary)(4)  2.b. Choose two news reporters from different television stations and discuss their presentation styles(2)	
B.8.5. Use historical evidence to determine and support a position	1. Identify and analyze major political values found in the United States in	1.a. Define political values and apply them to personal lives(3)	

about important political values, such as freedom, democracy, equality, or justice, and express the position coherently[3]	three different time periods[3]  2. Locate and cite evidence representing different view points in a historical controversy[3]	1.b. Apply a chosen political value to a story or situation. (3) 2.a. Identify and evaluate, through primary and secondary sources, report of historical controversy (e.g., slavery or women's suffrage)(3)  2.b. Discuss how political values apply to a student's personal experiences(2)  2.c. Name important historical figures and associate them with the political values they promoted (e.g., freedom, democracy, equality, and justice)(2)	
B.8.6. Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights[3]	1. List and explain major political documents important to U.S. history[2]  2. Cite evidence of political values found in historical documents[3]	1.a. List two examples of official documents and discuss their importance to you (e.g., birth certificate, awards, and diplomas)(1)  1.b. Tell about the importance of one document in your community(2)  2.a. Prepare a list of values important to the student and discuss them(3)  2.b. Examine the Bill of Rights and list the political values found in them(3)	
B.8.7. Identify significant events and people in the major eras of United States and world history[1]	1. Group important events into the major eras in U.S. and world history[2]  2. Group important people into the major eras of U.S. and world history[1]	1.a. Tell about an important event that happened to the student in the last two years(1)  1.b. Choose an event and discuss its importance to a major era in Wisconsin and U.S. history(2)  2.a. Tell about a person who is important to the student's life(1)  2.b. Select a famous person and associate her or him with a major era in U.S. or world history(2)	
B.8.8. Identify major scientific discoveries and technological innovations and describe their	1. List and classify major scientific discoveries and technological innovations[2]	1.a. List a variety of technological innovations found in the home(1)	

social and economic effects on society[2]	2. Describe the effects of major scientific discoveries and technological innovations on society(2)	1.b. Select a scientific discovery and discuss its importance in U.S. and world history(2)  2.a. Explain one or more effects of technological innovations within the student's ethnic group(2)  2.b. Analyze the effects of a major scientific discovery in the community(3)	
B.8.9. Explain the need for laws and policies to regulate science and technology[3]	1. Identify laws and policies which regulate science and technology[2]  2. Analyze and discuss the need for laws and policies to regulate science and technology[3]	1.a. Tell about some rules and laws the student's family practices(1)  1.b. List and discuss two or more scientific and technological regulations found within the community(2)  2.a. Have a group debate about a law regulating activities within the school  2.b. Examine and discuss several laws and policies established to regulate science and technology	
B.8.10. Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations[3]	1. Discuss the role of conflict, cooperation, and interdependence among groups, societies, or nations. Cite and contrast examples and draw conclusions. [3]	1.a. Give examples of conflict, cooperation, and interdependence within the community (e.g., classroom, family, and church group)(1)  1.b. Cite an example of conflict, and one of interdependence. How have these affected the groups involved? (3)	
B.8.11. Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin[3]	1. Analyze the major issues with regards to history, culture, and tribal sovereignty surrounding the America[3]  2. Select an Indian tribe in northern Wisconsin and determine how interdependent its history has been with a tribe in southern Wisconsin	1.a. Choose one of the three terms (cooperation, conflict, or interdependence) and explain its relationship to the student's ethnic background(2)  1.b. Select two Wisconsin Indian tribes or bands and explore how conflict, cooperation, and interdependence affected their lives. Analyze similarities and differences(3)  2.a. List three northern Wisconsin Indian tribes and three southern Wisconsin tribes (1)  2.b. From Wisconsin, describe the histories and interaction of one southern and one northern tribe(3)	

B.8.12. Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues[3]	<p>1. Identify some tools and methods used to organize and analyze people and events in history[1]</p> <p>2. Discuss the concept of organizing and analyzing people and events in history. Give three examples.[3]</p>	<p>1.a. Define the terms chronological, geographical, thematically, and issues(1)</p> <p>2.a. Construct a chart illustrating the past and current organization of people or events in the community. Draw conclusion based on positive and negative results.(3)</p>	
<b>Performance Standards: By the end of grade twelve, students will:</b>	<b>Sample Alternate Performance Indicators: (1-3 per Standard)</b>	<b>Sample Performance Activities/Tasks: (1-2 per indicator)</b>	<b>Sources of Data</b>
B.12.1. Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches	1. Relate a given historical world event from different points of view, using multiple school resources	<p>1.a. List and discuss the names of resources used</p> <p>1.b. Compare and contrast points of view</p>	
B.12.2. Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion	<p>1. Recognize critical issues and questions about major world problems</p> <p>2. Distinguish between historical questions having economic or philosophical origins</p>	<p>1.a. List and discuss the major primary and secondary resources available in your school</p> <p>2.a. Organize such questions by their academic subject</p>	
B.12.3. Recall, select, and analyze significant historical periods and the relationships among them	<p>1. Recognize significant periods in world history</p> <p>2. Distinguish relationships between historical periods</p>	<p>1.a. Draw a diagram or timeline of events that occurred in the student's life</p> <p>1.b. Give an oral presentation on the relationships between historical periods</p> <p>2.a. List countries identified with certain historical periods</p> <p>2.b. Categorize historical periods by chronology and topic (e.g., literature and science)</p>	

B.12.4. Assess the validity of different interpretations of significant historical events	<p>1. Recognize different interpretations of major historical events</p> <p>2. Understand the process of validating significant historical events</p>	<p>1.a. Locate two resources giving an explanation of the same event</p> <p>1.b. Read about a historical event with a group and compare the student's interpretation of the event with the interpretations of the other students</p> <p>2.a. Draw a sketch or symbol of each family member and name them</p> <p>2.b. Locate and discuss the quality of three or more sources describing a historical event</p>	
B.12.5. Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments	<p>1. Recognize several socio-political issues and possible conclusions based on various kinds of historical data</p> <p>2. Identify possible historical conclusions and suggest arguments to be developed from these</p>	<p>1.a. Collect historical data on the local community's school board</p> <p>2.a. Make a list of the civic issues addressed by the school board and categorize these verbally or graphically under a major social-civic label</p>	
B.12.6. Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States	<p>1. Understand the roles of various documents on historical heritage</p> <p>2. Understand the influence of documents on the legal, political, and constitutional heritage of the United States</p>	<p>1.a. Discuss in class the role of classroom rules</p> <p>1.b. Compare the role of state documents in the shaping of our local school practices</p> <p>2.a. Discuss the effect of classroom rules on the behavior of students in the classroom (e.g., school attendance)</p> <p>2.b. Examine the influence of a major legal document on peoples' ways of life in the United States</p>	
B.12.7. Identify major works of art and literature produced in the United States and elsewhere in	1. Recognize U.S. eras in which major works of art and literature were created	<p>1.a. Draw a timeline to reflect eras in the United States</p> <p>1.b. Match the names of major works of art to their creation</p>	



the world and explain how they reflect the era in which they were created	2. Know and give the names of major literary works created outside of the United States and explain how they represent the eras of their creation	era  2.a. Match the names of major works of art and literature to their eras and discuss the leading themes or ideas these works represent	
B.12.8. Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history	1. Recognize significant ideas and the people who created them by major eras in United States and world history	1.a. Name a person whose ideas were significant to the community's political leadership  1.b. Name some important people whose ideas in political leadership are significant to the student's experiences in Wisconsin, U.S., and world history	
B.12.9. Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world	1. Understand the process of industrialization, urbanization, and population growth  2. Recognize the effects of technology on industrialization, urbanization, and population growth in the United States and the world	1.a. Give a report on the community's population growth (e.g., proportion of older and younger residents)  1.b. Compare the industries of adjoining communities  2.a. List and categorize different technologies used within the community  2.b. Identify and discuss the effect of certain technologies on population growth in the United States and the world	
B.12.10. Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values	1. Identify some scientific, intellectual, and religious changes in different parts/regions of the world throughout history  2. Understand the impact of these changes on beliefs and values around the world	1.a. Tell how these changes have influenced the student's family  1.b. Create a graphical representation to show these changes for different parts of the world  2.a. Tell about some beliefs and values important to the student's family  2.b. List and discuss impact of these changes on beliefs and values for a particular region of the world (e.g., North America, South America, Africa, Asia, Middle East, or Europe)	

	3. Analyze the arrival of various religions in America	3.a. Create a timeline illustrating various religions and when they arrived in America	
B.12.11. Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war	<p>1. Recognize various wars fought around the world</p> <p>2. Evaluate the declarations of war and peace made by governments in various countries</p>	<p>1.a. List and briefly describe some wars which occurred within the last 50 years</p> <p>1.b. Construct a graphical representation of where these wars were fought (e.g., globe, map, or chart)</p> <p>2.a. Tell about a war and explain why it began and how it ended</p> <p>2.b. Select two wars and analyze governmental decisions regarding peaceful resolution or war</p>	
B.12.12. Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin	<p>1. Identify and discuss the important issues related to American Indian tribes and bands in Wisconsin</p> <p>2. Associate the current sovereignty of one American Indian tribe or band in Wisconsin with its status historically</p>	<p>1.a. Write the names of five ethnic minority groups in the United States</p> <p>1.b. Name, orally or in writing, a Wisconsin Indian tribe or band and tell about the tribe's or band's history</p> <p>2.a. List or match words similar to the word "sovereignty"</p> <p>2.b. Tell about the culture of two American Indian tribes or bands currently in Wisconsin</p>	
B.12.13. Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions	<p>1. Associate the names of political revolutions in the world to a particular country or region</p> <p>2. Associate countries that have increased or developed their socioeconomic relations during the past fifty years</p>	<p>1.a. Mark the location of a given country on a world map</p> <p>1.b. Identify the names of major ancient civilizations and show their approximate geographic location</p> <p>1.c. Describe the changes in one of the geographical regions of an ancient civilization</p> <p>2.a. Name a country that has many social and economic relations with other countries</p> <p>2.b. Name countries that have developed through political revolutions</p>	

		2.c. Name today's peoples and nations that were once ancient civilizations and trace how their forms of government have changed from then to the present	
B.12.14. Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity	<p>1. Recognize names of world religions</p> <p>2. Recognize the birthplaces of given world religions</p>	<p>1.a. Recognize or write the names of religious denominations in the local community</p> <p>1.b. Say whether or not the name of each world religion is known after the teacher reads these names</p> <p>1.c. Place a marker of a world religion on various geographic regions where that world religion currently has an organized membership</p> <p>2.a. Talk about the influence of world religions on educational practices and content at the student's school</p> <p>2.b. Relate the influence of religious ideas on different national politics and election campaigns</p>	
B.12.15. Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved	<p>1. Know the meaning of ethics and identify some historical/contemporary events where people were forced to assume an ethical position</p> <p>2. Analyze the issues surrounding forced ethical positions</p>	<p>1.a. Define ethics and list some ethical values important to the student's family</p> <p>1.b. Survey the community and organize a list of ethical values prevalent in each ethnic group</p> <p>1.c. Find three to five examples of situations where people were forced to take an ethical position</p> <p>2.a. Select an ethical issue (e.g., a decision to go to war, impeachment of a president, or a presidential pardon) and give some reasons for its occurrence</p> <p>2.b. Focus on an event within the last 40 years and describe, in detail, the ethical issues involved</p>	
B.12.16. Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world	1. Know the meaning of treaties, alliances, international organizations, and their purposes in today's interconnected world	<p>1.a. Give an example of a treaty, alliance, or international organization found in the student's community or state and briefly describe its purpose</p> <p>1.b. Identify two international organizations that affect</p>	

	2. Identify and understand the effects of treaties, alliances, and international organizations in our interconnected world	children's health conditions  2.a. Role-play a historical period and create treaties and alliances	
B.12.17. Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved	1. Associate names of international interests or regional interests in conflict with certain national interests  2. Recognize and identify global interests central to international disputes in the modern era	1.a. List words reflecting similar meanings and match them to words opposite or conflicting in meaning  1.b. Put the names or map references of countries into categories of similar or opposing interests  2.a. From a list of countries, mark or indicate the countries heavily involved in historical events  2.b. Tell about the issues in conflict between countries identified as involved in historical events	
B.12.18. Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world	1. Know the historical representation of slavery and racial and ethnic discrimination  2. Identify efforts to eliminate discrimination in the United States and elsewhere in the world	1.a. Give the student's understanding of a slave-owner/slave relationship  1.b. List the major social and economic conditions in a society that allows or encourages slavery  2.a. Discuss human rights as a philosophy and social movement of the past 50 years in different parts of the world	